

The Technology of Development

A Framework for Transforming Communities

The purpose of this brief workbook is to help people develop their leadership skills for the important task of creating better and more humane communities. The workbook presents the basic essentials of *The Technology of Development*, formerly called the Technology of Prevention, and is designed to be used in workshop events which bring people together for community building that will strengthen their capability for promoting positive community change. This is an approach that prepares individuals and groups of people to assert themselves in constructive ways to address conditions in their personal lives, families, peer groups, organizations, neighborhoods, human service systems, cities and counties, states, the nation and the world.

In recent years much emphasis has been placed on the various technologies which have put people on the moon and explored space. We have put much less emphasis on a technology of development for creating better communities.

In this framework, development is defined as *an active process of creating conditions and fostering personal attributes which promote the well-being of people*. Conditions and personal attributes are two realities which are closely intertwined. It is difficult to consider one without giving attention to the other. The Technology of Development looks both at conditions that affect individuals and groups and at the capability of individuals to work together to create better conditions. When this occurs, the powerful concept of *community development* emerges.

The Technology of Development presented in this workbook consists of six interrelated conceptual models. Together, the six models of The Technology of Development combine to make a *framework for change*.

A framework is a set of interacting models that give direction and shape to our actions. It serves as a toolbox for moving from where we are to where we would like to be.

It is through the framework we use that we create a clear mission, or purpose, and shape a vision of the future. In order to serve this purpose in practical, results-oriented ways, the framework will include several elements. These are a clear theoretical base, relevant conceptual models, analytical tools, planning processes, ways to gauge progress and a value base.

Theory that is clear and sound undergirds a useful framework. It is not unusual for groups of people to

rally together to achieve some important goal and not take the time to clarify their basic assumptions. This can lead to confusion and communication problems or even to ideological conflicts without people being aware of the sources of their difficulties. Clear theory, though, will provide guidance and a sense of congruity and cohesiveness among those who work together for change. This theory, then, needs to be translated into useful strategy.

Conceptual models are the translation of theory into applications. To be useful, these models will be clearly defined and easy to understand. They will make sense and be applicable to the practical realities which affect people day to day. They can be tested and, if they are sound, will stand up to hard scrutiny over time.

Analytical tools and planning processes are the instruments which are used to shape the strategies of community building. The tools of community development must be sufficiently complex to address the complex realities that are faced in community building work and at the same time simple enough to be useful to the diverse groups of people who do the work. It is also important that the tools are easily taught and readily usable.

Ways to gauge progress are essential to the business of change. A provocative question we can ask about any endeavor is – **So what?** To be able to answer this question about any effort to bring about community change is to provide clear evidence that what one is doing is making the intended difference. This has obvious value in a time of limited and shrinking financial resources. More important, it is necessary for those who plan and guide a process of change to know the effects of their work if it is to have credibility and gain the support of others.

Values are the principles which guide people's actions, energize their lives and provide their direction for living. Community development as it is used here is a value-laden approach to bringing about positive change. It is important that those who work together in the interest of community building have a clear sense of their values and realize that the methods they use are consistent with and driven by those values. Clarifying the values that guide the use of the Technology of Development is both a practical and an exciting experience as people work together to build a better community.

The six components of the Technology of Development presented in this workbook are shown graphically on page three. Each component is a model from which analytical tools and planning processes emerge to help people study and describe what is happening in their community, however “community” may be defined. Each component can be related to each of the others so that, together, they provide an integrated way of viewing the community, planning change and gauging progress. These six components work together to make a framework for change.

The workbook is organized around these components. A brief description of each will help to introduce the Technology of Development.

1. The Arenas of Action

This is the centerpiece of the Technology of Development. It provides the definitional framework for development work and offers a clear way to compare, contrast and relate the two essential approaches to change – development and problem solving.

2. The Elements of Change

This is the workhorse of the technology. It provides the basic planning steps for a change strategy. Any planning process will do well to cover these steps.

3. The Spectrum of Attitudes

This part of the technology focuses upon the nature and quality of relationships between and among individuals.

4. The Levels of Networking

This part of the technology focuses upon the nature and quality of relationships between and among the various groups and organizations of the community.

5. The Sources of Design

This part of the technology focuses upon the various forces which give shape to programs and strategies and determine in large measure how people use the resources they have at their disposal.

6. The Planning of Strategy

This part of the technology focuses upon the larger picture of the conditions within which development work is undertaken and brings the other five parts together.

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The workbook is designed to be used as a resource in community development workshops. Recognizing that participants in the workshops will bring with them varying levels of experience and knowledge about community development, we envision three levels of learning to prepare people for involvement in development work. The graphic below presents these levels of learning and suggests the outcomes that occur with each level. In this way each participant can relate to the workshop at her or his own learning level.

TECHNOLOGY OF DEVELOPMENT LEARNING LEVELS

Orientation Level

- At this level:
- Understanding of development work is increased.
 - People become stronger advocates of development work.
 - Sanction is given to place more emphasis on development work.
 - Support is given to others involved in development work.
 - Positive values are incorporated into one’s personal and professional life.
 - More value is placed on development work in the life of the community.
 - A basis is established for deciding whether or not to move to the other levels of learning about development work.

Skill-building Level

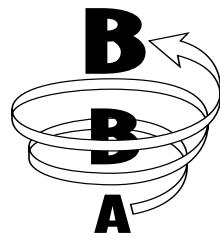
- At this level:
- Development skills are used in one’s personal and professional life.
 - Development skills are applied within the organization to make it more effective.
 - One becomes proactive in using the Technology of Development.
 - Others are engaged in using the Technology of Development.
 - Development values are used and actively communicated to others.
 - A basis is established for moving to the leadership level and promoting more emphasis on development work.

Leadership Level

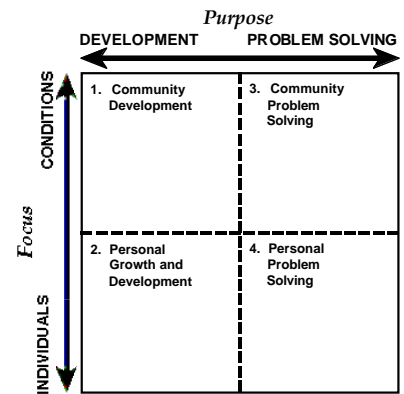
- At this Level:
- Assertive efforts initiate new development processes and engage others in doing so.
 - The Technology of Development is actively shared with others, both formally and informally.
 - The Technology of Development becomes a moving force in one’s personal and professional life.
 - The Technology of Development is applied at the personal, organizational and community levels.
 - Others are prepared for leadership in promoting and using the Technology of Development.

The Six Components of The Technology of Development

6. The Planning of Strategy



1. The Arenas of Action



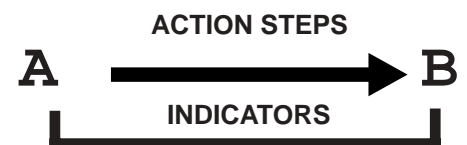
5. The Sources of Design

Prescribed Structure

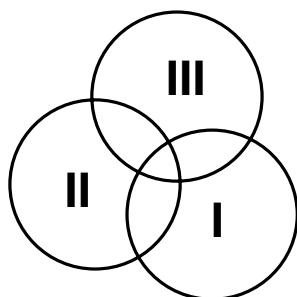


Developmental Process

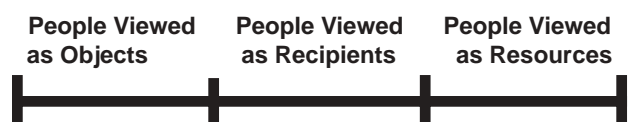
2. The Elements of Change



4. The Levels of Networking



3. The Spectrum of Attitudes



THREE PRINCIPLES UNDERGIRDING COMMUNITY DEVELOPMENT

The Principle of Participation

When people have an opportunity to participate in decisions and shape strategies that vitally affect them, they will develop a sense of ownership in what they have determined and commitment to seeing that the decisions are sound and the strategies are useful, effective and carried out.

This theory is basic to a democratic society.

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The Principle of Responsibility

Strictly and practically speaking, no person can ever be *responsible for* another person. One can only be responsible for oneself *in relation to* another person. How one takes responsibility for oneself in relation to other people helps determine the quality of the relationship. When people agree to work together toward mutually desirable goals that promote their mutual well-being, a sense of *corporate* or *community responsibility* emerges.

This theory is basic to good interpersonal relations.

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The Principle of Changing Conditions

When people work together to create conditions that promote their mutual well-being, not only is a clear sense of the common good strengthened and pursued, but the individuals involved are provided opportunities for personal growth and development as well.

This theory is basic to effective community development.

THE DYSFUNCTION HYPOTHESIS

Human service systems are, by design, essentially dysfunctional for today's world. They were designed in a previous time for a different set of circumstances. Today's realities call for new theory, new design, new practice, new preparation and a new quality of leadership.

This condition requires fundamental rather than incremental change.

THE BENEFITS OF FOCUSING ON CONDITIONS

1. Individuals are taken out of the spotlight without reducing the need for them to become responsible for their behavior. This reduces both negative labeling of individuals and the potential for resistance to the change being sought.
2. People are encouraged to see themselves as resources for changing negative conditions to positive ones in practical and specific ways and are taught the skills for doing it.
3. Situations are created in which every person's perspective of those conditions can become important for understanding and changing them.
4. People can become allies in working toward mutual goals. This, in turn, can reduce the potential for polarization within the group.
5. Persons who own the problem of concern (if the beginning point is a problem) can become resources, giving them access to positive roles, using their perspectives and encouraging them to use their energies in positive ways. This can result in enhanced self-esteem.
6. Joint ownership of the problem conditions is made possible, when that is appropriate, as is joint participation in achieving a solution.
7. Boundaries useful in developing clear goals and designing specific strategies for planned change can be set.
8. Numbers of people affected by the conditions that are of concern can be directly benefited.
9. Realities involved in a problem situation can be identified with a view toward reducing "buck passing" on the part of those who can do something about the conditions.
10. Successful experiences in planned change can be carried into other condition-improving activity.

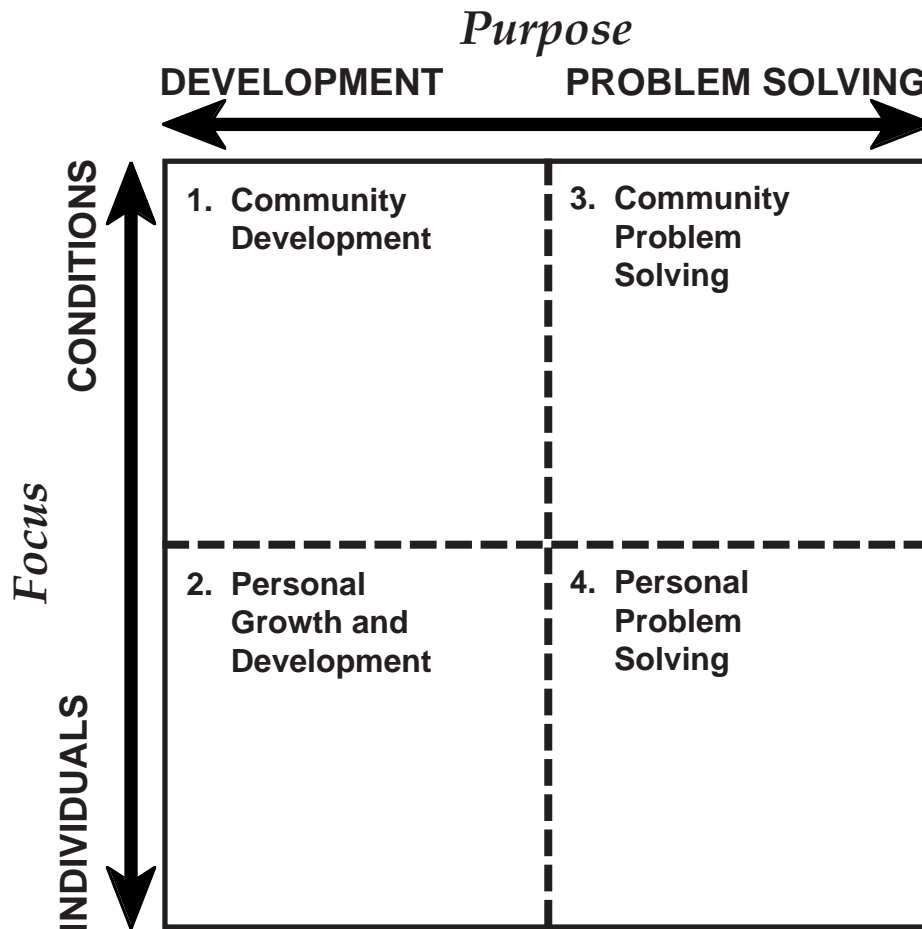
Excerpted from *Discovering the Meaning of Prevention: A Practical Approach to Positive Change*, by William A. Lofquist.

Two Kinds of Change

**First Order/Incremental/
Transactional**
(Focus on doing things right,
more of what we are doing)

**Second Order/Fundamental/
Transformational**
(Focus on doing the right things,
creating new approaches)

THE ARENAS OF ACTION



Development is an active process of creating conditions and fostering personal attributes that promote the well-being of people.

Problem solving is a reactive, corrective effort to bring about change where there is a recognized problem.

GENERAL PROGRAM TYPES

A program is a set of activities designed to achieve a specific purpose or outcome. The following categories describe general types of programs.

SERVICE ROUTINES

These are predetermined steps through which people go with few exceptions (e.g., regular appointments as part of a treatment program). Usually focused on individuals, though may be within a group context. Often prescribed, but can be developmental within prescribed structures.

Most often found in Quadrant 4, and within a single organization.

STRUCTURED ACTIVITY SETS

Planned regimens in which people participate, such as a curriculum, merit badge requirements or a sport team. Usually focused on personal or individual growth, though frequently in a group context. Often prescribed, but can be developmental within prescribed structures.

Most often found in Quadrant 2, and within a single organization.

NARROW INITIATIVES

Specially designed efforts, usually narrowly focused on a specific purpose and outcome, such as a substance abuse task force. Frequently, though not necessarily, concerned primarily with problem solving. (Example: Neighborhood Watch) Is often primarily developmental, though can use prescribed models. Often is a response to a crisis.

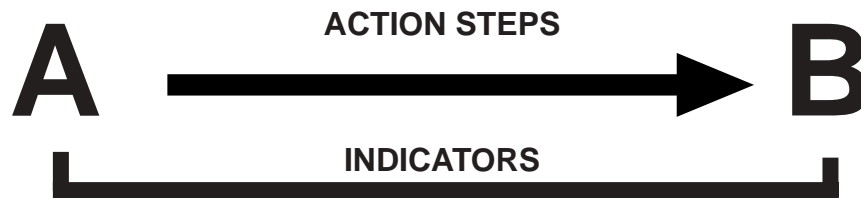
Most often found in Quadrant 3, and involves interorganizational networking.

BROAD INITIATIVES

Broadly focused strategies designed to impact major issues, conditions or populations, such as a community-wide effort to strengthen and support families. While usually not a crisis response, a crisis might stimulate it. Is highly developmental and builds from the ground up. Can occur within bounded areas, such as a family, organization, school building or district, a neighborhood, city, county, state or nation, or international in scope.

Most often found in Quadrant 1, and involves interorganizational networking.

THE ELEMENTS OF CHANGE



STEP 1: CONDITION A

- The Current Reality
- What's happening now?
- The status quo

A deep description of what's happening now can lead to *discernment*, "keen perception or judgement, insight, acumen."

This leads to a *profound understanding* of what's happening now.

A profound understanding of what's happening now is never fully developed, but it grows as we begin to use our deep description to move to action.

Expanding the deep description of what's happening now continues even as we begin to change the current reality and continually push it into the future.

STEP 3: THE INDICATORS

- How will we gauge our progress?
- What indicators will we use?
- How clear are we about our movement from Condition A to Condition B?

The shaping of clear indicators is a form of mental discipline. It takes practice and imagination.

If we find it difficult to shape clear indicators, it may be because our Condition A and Condition B statements are not yet well developed or clear and specific enough.

STEP 4: THE ARROW

- What actions will we take to get from Condition A to Condition B?
- Are our actions clearly connected to our condition analyses and indicators?
- Do our actions have a high probability of getting us to Condition B?

STEP 2: CONDITION B

- The New Reality
- What will we have happen?
- The vision, goal, outcome

A profound understanding of what's happening now can help to define and describe what we will have happen.

Our Condition A statements can lead us into shaping profoundly useful Condition B statements.

Clear, specific and realistic Condition B statements can give us a sense of power and direction needed to attain them.

Well-crafted Condition B statements are beacons that light the way and give us hope.

Tips for Creating Useful Condition A/Condition B Statements

- **Make them brief.**
- **Use clear language.**
- **Focus each statement on one matter.**
 - **Make them concrete and specific.**
- **Address both strengths and need areas.**
 - **Include each person's perspective.**
- **Focus them on conditions insofar as possible.**
- **Probe the depths of the matter being considered.**
 - **Examine the matter from different angles.**
 - **Encourage honesty and openness.**
- **Select high-priority, high-yield statements.**
- **Elaborate on them with more statements.**

Those who promote positive change most effectively are not those who provide a new set of answers, but those who allow a new set of questions.

THE SPECTRUM OF ATTITUDES



The Spectrum of Attitudes focuses on the nature and quality of relationships between and among people. The three attitudes making up the Spectrum might prevail in any kind of relationship – between parent and child, between manager and subordinate, between teacher and student, between elected official and citizen, between husband and wife.

There are behaviors which can be related to each of these attitudes. This part of the technology explores the differences between these attitudes and their related behaviors.

Becoming sensitive to the quality of one's relationships with others can be important for understanding behavior and in relating with other people.

People Viewed As Objects

The basis of this attitude is that one person or group of people “knows what’s best” for another person or group of people. Or the first person or group may decide they have a right to determine the circumstances under which the second person or group will exist. The person being viewed and treated as an object usually knows it.

People Viewed As Recipients

Here the first person or group still believes they know what is best for the other, but they “give” the other the opportunity to participate in decision making because it will be “good” for the other person or group. Thus, the other is supposed to receive the benefits of what the first person gives to them.

People Viewed As Resources

Here there is an attitude of respect by the first person or group toward what the other person or group can do. This attitude and the behaviors which follow it can be closely associated with two matters of great concern: self-esteem and productivity.

YOUTH PARTICIPATION

A Key to Effective Programming

A. An opinion survey: Indicate on the following scale your response to this question as it is asked several different ways:

To what extent are young people involved in planning, operating and evaluating opportunities that exist to promote their well-being?

1	2	3	4	5	6	7	8	9	10
Systematically Excluded								Encouraged and Welcomed	

B. Methods for Involving Young People in Key Roles:

In the space below, identify some youth organizations which have found ways to systematically involve young people in the planning, operation and evaluation of their programs.

What are some of the specific methods these organizations have used to involve young people in these important areas of program development?

C. Barriers to youth participation:

In your discussion group, develop a list of reasons why young people might be excluded from participation in the planning, operation and evaluation of youth focused organizations.

D. Benefits of youth participation:

Develop a list of the benefits which might result from a strong emphasis on youth participation in these areas of program development.

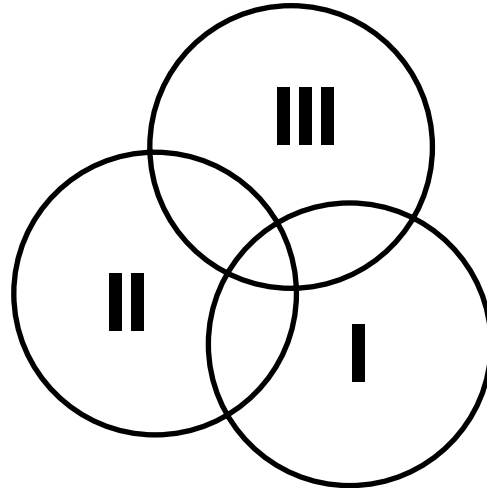
E. Dangers of not involving young people:

Develop a list of some of the drawbacks or hazards of not bringing young people into the processes of planning, operating and evaluating the program.

F. Action steps:

Outline several action steps which organizations might take to move toward sound and meaningful youth participation.

THE LEVELS OF NETWORKING



Networking focuses on the nature and quality of relationships between and among individuals, groups and organizations. John Naisbitt says: “The failure of hierarchies to solve society’s problems forced people to talk to one another – and that was the beginning of networks.”

This part of the Technology of Prevention explores the kinds of interorganizational working relationships that are developed in the interest of promoting positive change.

LEVEL I NETWORKING – Awareness Building and Information Sharing

At this level people share useful information and generally become aware of matters relevant to their common interests. This basic level serves as the foundation for the other levels. People can network at this level without any change taking place. It focuses on the *status quo*.

LEVEL II NETWORKING – Planned Extension of Organizational and Community Resources

At this level people, groups and organizations look for those efforts that are working well and seek to extend and expand them to more people and new parts of the community. This level emphasizes *incremental change*. It means doing more of what we are doing well.

LEVEL III NETWORKING – Cooperative Creation of New Resources and Realities

This highest level involves the creation of new methods, the shaping of new conditions, and the realization of new cultures that result from a cooperative effort to bring about desirable change, even among autonomous groups and organizations. People work together to create new approaches that have not been tried before. This level emphasizes *fundamental change*.

Levels of Networking Worksheet and Discussion Guide

The purpose of this worksheet is to explore the current reality (Condition A) of local prevention networking, and to consider future directions (Condition B).

A. Identification of Existing Networks (Condition A).

Develop a list of prevention networks (local and state) that currently exist. At what level(s) of networking are they performing? Illustrate with examples.

- Which of the networks identified are symptom-specific? Which are working to develop a broad prevention support system?
- Describe the dynamics of how these networks were formed and how they work. What are some of the political realities they face, both as driving and restraining forces?
- Identify some of the key people who provided leadership in forming and who currently lead these networks. What are their positions? What organizations do they represent?
- Describe the organizational commitments which have been made to making the networks productive. What kinds of official or unofficial sanctions have been given to the networks?
- Based upon the track records of these networks to date, what do you see as their potential for the future?

B. Shaping and Strengthening Networks for the Future (Condition B).

- Describe some of the kinds of networks, locally and statewide, that would be useful for promoting prevention work in the future.
- To what extent can existing networks meet these needs?
- What might be done to strengthen or support existing networks to meet these needs more fully?

C. Creating an Action Planning Blueprint.

- Using the Action Planning Blueprint*, or a similar simple planning process, develop a strategy for creating a new network or strengthening an existing network. Select a high priority focus for this planning activity.

* A master copy of The Action Planning Blueprint is available from Development Publications for \$3.00, which covers shipping and handling. Permission is given to make copies of this tool for use with small groups in the organization and community.

THE SOURCES OF DESIGN

Prescribed Structure

Developmental Process

The concept of The Sources of Design provides a method for considering the forces which work to shape and design the ways things are done. These forces, familiar to everyone, are strong and persistent, and we encounter them daily. At times things seem to be decided for us, and we have little to say about what we can do. At other times, we have to decide for ourselves what we can do and how we might do it. But what determines which of these ways it will be? This part of the technology explores this important matter. In the workplace, at school, at home, at church or synagogue, at a baseball game – prescribed structure and developmental process are hard at work. How can we use this knowledge?

Prescribed Structure

Driving Forces

- Funding Mandates and Guidelines
- National Affiliations
- Laws, Policies, Charters, By-laws, Rules
- Professional Education
- Traditions
- Perpetuation of Organizational Culture

Benefits

- Stability
- Continuity
- Consistency
- Maintenance of Standards

Observations

A problem is that today’s prescriptions tend to be based on yesterday’s assessments of yesterday’s realities.
Prescribed structure is characterized by caution and certainty.
Prescriptive leaders tend to “go by the book,” to be good “company people,” to accept the “givens,” and to expect others to follow this pattern.

Developmental Process

Driving Forces

- Concern about a crisis
- Desire to promote change
- Desire for more local ownership
- Recognition of new realities
- Strong local leadership

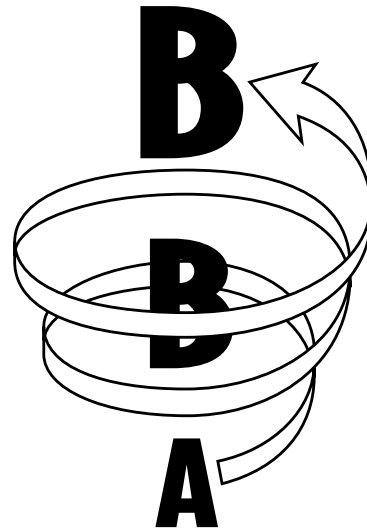
Benefits

- Creativity
- Flexibility
- Adaptability
- Participative involvement of people
- A sense of ownership
- Responsiveness to changing conditions
- Increased local control

Observations

A problem is that today’s assessment may tend to overlook yesterday’s experience and accomplishment.
Developmental process is characterized by risk and uncertainty.
Developmental leaders tend to look for the new, to question the “givens,” to be experimental, and to expect others to be risk-takers along with them.

THE PLANNING OF STRATEGY



This graphic is the symbol used in The Technology of Development for *strategic planning*. Strategic planning, as defined by University Associates in *Understanding Applied Strategic Planning: A Manager's Guide*, is "the process by which the guiding members of an organization or group envision its future and develop the necessary procedures to achieve that future."

In this graphic we have used an upward spiral, suggesting that the process of strategic planning is an on-going endeavor that engages people in using over and over again what they have learned. With each new cycle the learning deepens, and those involved can become a *learning community*. Also, as this work unfolds and succeeds it becomes an experience in *community development*.

The symbols of The Elements of Change are used. The letter "A" in the graphic symbolizes the group's understanding of *what's happening now*. This suggests that a profound understanding of the present reality is an important part of strategic planning. The letter "B" symbolizes the group's vision of *what they would like this particular aspect of their community to become*. This suggests that clear, achievable results will help to guide and drive them in the direction they wish to go.

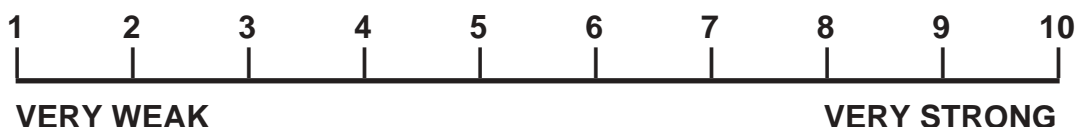
The continuing arrow symbolizes *those steps which will help them get there*. As steps are taken to achieve the first "B" and this is realized, a new vision is created and the group continues to move into the future. With success, the first "B" becomes a new "A" when it is reached. Thus the learning process continues.

We hope that those who view this symbol will be reminded of both the potential and the responsibility of community citizens to participate in shaping the future of their community. If we do not take this responsibility, we will get the kind of community we deserve. If we do take it, we can make the community a very desirable place to live.

The Community Prevention Readiness Index

AN OPINION SURVEY

Express your opinion by selecting a number from the scale for each of the questions and place it in the box by each question:



AREAS OF INQUIRY

- ☐ I. **CONCEPTUAL CLARITY** – Is there a clear and generally shared idea of what is meant by prevention?
- ☐ II. **POLICY DEVELOPMENT** – Have clear policies supporting prevention been enacted by various policy groups?
- ☐ III. **STRATEGIC PLANNING** – Is there a coordinated strategic planning effort for prevention in place?
- ☐ IV. **NETWORKING** – Are organizations consciously pursuing a collaborative approach to prevention?
- ☐ V. **EVALUATION** – Is there a coordinated effort to evaluate the results of existing prevention efforts and to share the findings?
- ☐ VI. **STATE/LOCAL COLLABORATION** – Are there specific channels through which state level resources support local prevention efforts?
- ☐ VII. **TECHNICAL ASSISTANCE** – Is there an organized technical assistance resource available to support local prevention efforts?
- ☐ VIII. **FUNDING COMMITMENT** – Is there a commitment to the funding of prevention efforts?
- ☐ IX. **PROGRAM MODELS** – Are there clear prevention efforts to which people can point as useful models?
- ☐ X. **DATA** – Is there an available, consistent data base that is being used for prevention planning?
- ☐ XI. **LEADERSHIP** – Are there identifiable advocates of prevention in the community who are recognized as prevention leaders?
- ☐ XII. **EDUCATIONAL SUPPORT** – Do the educational institutions which train the helping professionals of the community and provide continuing education for them have a demonstrated commitment to prevention?

The results of this Index can give those interested in strategic planning for prevention useful information with which they can start to build a clear understanding of conditions related to the task.

COMMUNITY PREVENTION READINESS

Worksheet and Discussion Guide

1. Analyzing the results of the CPR Index.

- Consider the average response for each of the 12 areas. Also consider the range of responses for each area. What is the significance of these averages and ranges?
- Do the averages and ranges suggest obvious strength in certain areas?
- Can these strengths be used for building a stronger support system for prevention?
- Can you prioritize the areas in terms of the order in which they might be dealt with in order to strengthen the support system?

2. Identifying allies for strategic planning for prevention.

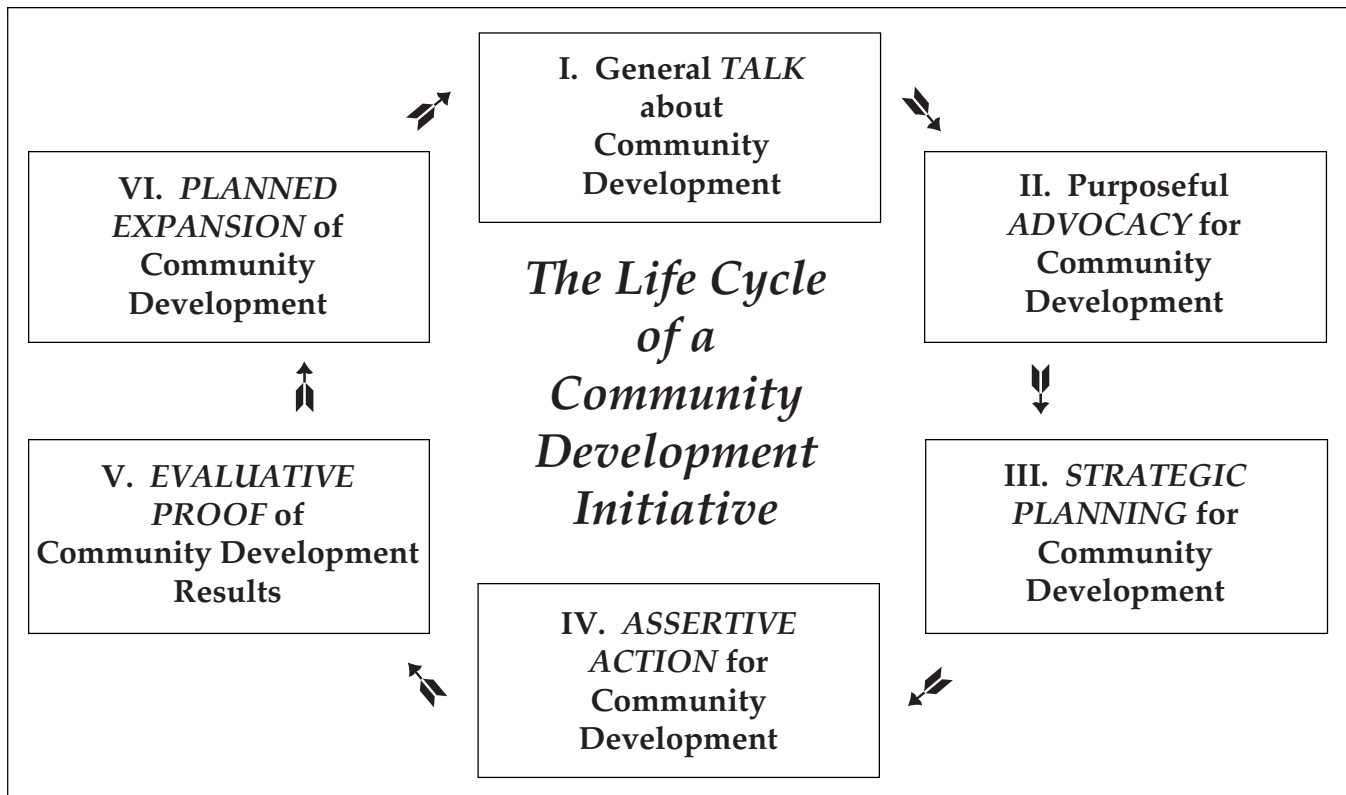
- Create a list of groups, organizations and individuals who can be considered natural allies for strengthening the position of prevention in the community.
- What do each of these have to offer and why were they placed on the list?
- What are they currently doing to promote the cause of prevention?

3. Using the areas of inquiry.

- Select a specific area of inquiry and use it to probe in some depth the current reality (Condition A) of that area. (For example, Educational Support.) Use the Elements of Change steps to structure this exploration.
- Discuss with your group what the benefits might be if each area of inquiry, in turn, were probed in this manner over the next year and strategies were developed to focus on each area.

4. Shaping a strategic planning process at the local level.

- Using the steps suggested in the above discussion, develop a plan for a strategic planning process for strengthening prevention capability. (Consider the important relationship between the local and state levels.)
- How would you assess the current interest in your local community in shaping a strategic planning process for prevention?



The Community Building Enterprise

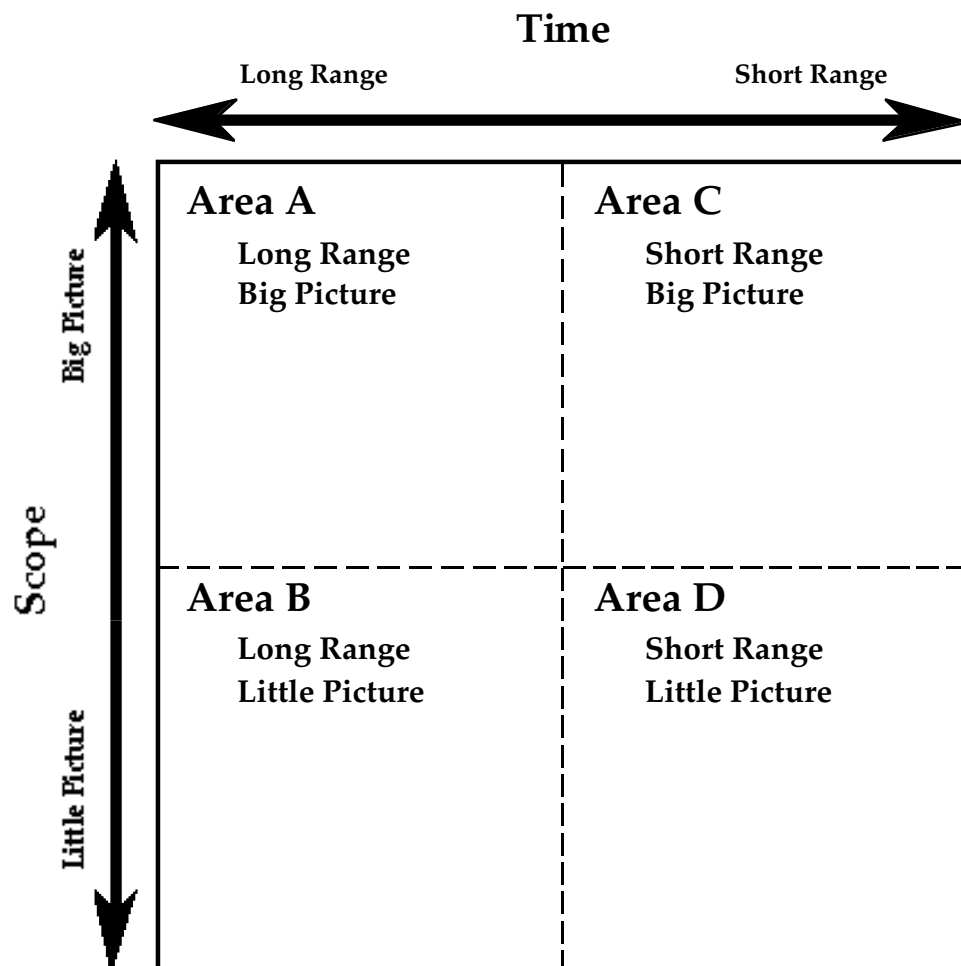
In its broadest sense, the community building enterprise includes all of those organized efforts through which attempts are made to promote the well-being of people, such as:

- the traditional human services
 - education at all levels
 - arts and cultural opportunities
- law enforcement and efforts to promote safety
- opportunities for meaningful and satisfying work
- workplace cultures that support individuals and families
- the corporate/business organizations of the community
 - environmental protection and enhancement
 - the media
 - religious and spiritual nurturing
 - healthy leisure time opportunities
- available and affordable health promotion and care
 - housing, food and basic needs opportunities
 - responsive people-oriented government

The Prevention–Ready Community

Prevention readiness is a condition in which a significant portion of a community's leadership, resources, policies, energies, values and various organizational missions are committed proactively to creating conditions that promote the well-being of its citizens.

Planning Perspectives



Consider this graphic as an overlay with the Arenas of Action on page 7. Each of the quadrants here corresponds with those in the Arenas of Action.

A Consideration of Culture

Culture

The shared values, beliefs, expectations, attitudes, assumptions and norms of a group of people, all of which contribute to patterns of behavior that can be positive or negative.

The Youth Opportunity System

The youth opportunity system consists of all of those organized efforts – governmental, non-profit and commercial – that exist to promote the well-being of young people.

Youth Work

The work that takes place in and through the youth opportunity system.

The Culture of Youth Work

Those patterns of youth work that exist within the youth opportunity system and give it its character.

Young People as Metaphor

As a community views and treats its young people, so it views and treats all of its citizens.

Results are obtained by exploiting opportunities, not by solving problems. All you can hope to get by solving a problem is to restore normality, to eliminate a restriction on the capacity to obtain results. The results themselves must come from the exploitation of opportunities.

Peter Drucker, *Managing for Results*

Go to the people, live among them, learn from them, love them, start with what they know, build on what they have; but of the best leaders, when their task is accomplished, their work is done, the people all remark, "We have done it ourselves."

Lao-tse – 604 B.C.

Shifting the Paradigm

From the *Service Culture*

- Focused on Problem Solving
 - Reactive, Remedial
 - Emphasis on Answers
 - Highly Prescriptive
- Expert Providers Carry Key Roles
- Views People as Objects/Recipients
 - Competitive Organizations
 - Activity Driven
- Highly Fragmented Systems
- Organized Around Symptoms
- Primary Emphasis on Individuals
 - Networking is Static
- Policy Formation is Authoritarian
 - Decisions are Controlled

To the *Opportunity Culture*

- Focused on Development
- Proactive, Preventive
- Emphasis on Questions
- Highly Developmental
- Citizen Allies Carry Key Roles
- Views People as Resources
- Collaborative Organizations
- Mission Driven
- Highly Integrated Systems
- Organized Around Conditions
- Primary Emphasis on Community
- Networking is Dynamic
- Policy Formation is Democratic
- Decisions are Shared

Effective Community Development Work Promotes Fundamental Change in These Areas

Policy

Management

Practice

Individuals

Groups

Organizations

Systems (Interorganizational Networks)

Institutions

Local

State

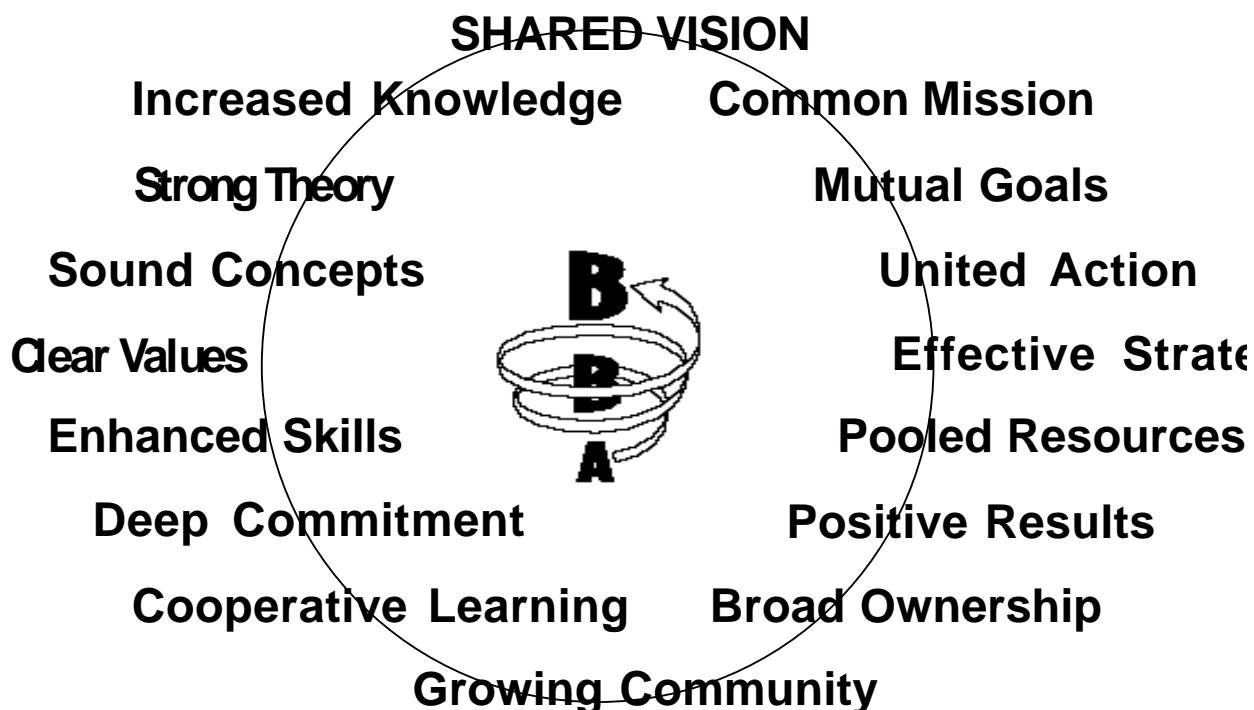
Nation

World

The Culture of the Community Building Enterprise

THE CIRCLE OF DEVELOPMENT

An Experience in Imagery



Bibliography – Community Development

This brief bibliography includes selected books that relate to change, and focus primarily on organizational and community change. Each of the resources listed can also point those serious about further exploration in other directions.

Beckhard, Richard, and Wendy Pritchard, *Changing the Essence: The Art of Creating and Leading Fundamental Change in Organizations*. San Francisco: Jossey-Bass Publishers, 1992. 105 Pages

This is a small book with a profound message. It helps to distinguish between fundamental change and incremental change and provides practical steps for how leaders can engage others in fundamental change. It gives strong emphasis to creating a learning organization as a starting point for organizational transformation. These ideas are applicable to community change as well.

Benne, Kenneth D., Leland P. Bradford, Jack R. Gibb, and Ronald O. Lippitt, Editors, *The Laboratory Method of Changing and Learning: Theory and Application*. Palo Alto, CA: Science and Behavior Books, Inc., 1975. 589 pages.

A thorough presentation of the history, development and the (then) current status of the laboratory (or experiential) approach to learning. A valuable resource for those committed to experiential learning. Includes an excellent chapter by Eva Schindler-Rainman on community development.

Covey, Stephen R., *The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change*. New York: Simon and Schuster, 1989. 360 pages.

This remarkable book is highly readable and totally practical. It has strong emphasis on personal growth while having many implications for community change. Grounded thoroughly in the latest theory and practice of organizational change, it is proactive and developmental in its approach. A useful book to have all staff and board members read to support a collaborative approach.

Daly, Herman E., and John B. Cobb, Jr. *For the Common Good: Redirecting the Economy Toward Community, the Environment, and a Sustainable Future*. Boston: Beacon Press, 1989. 482 pages.

A book on economics written from a community development point of view. This provocative book presents a new paradigm for economics with a clearly articulated value base that will be of interest to people concerned about the quality of community life from the individual to the entire globe.

Drucker, Peter F. *Managing for Results*. New York: Harper and Row, Publishers, 1964.

Though written a number of years ago, this book is still quite timely. Its subtitle is "Economic Tasks and Risk-taking Decisions." It applies to human services as well as the corporate world. Stimulating reading for those interested in getting better results. Very quotable.

Gordon, Thomas, P. E. T. *Parent Effectiveness Training: The Tested New Way To Raise Responsible Children*. New York: Peter H. Wyden, Inc., Publisher, 1970. 338 pages.

This book, now a classic, presents an approach to human relations that can be applied to any relationship. It includes the pioneering ideas on parenting that have become incorporated in many parent training programs.

Kilmann, Ralph H., *Beyond the Quick Fix: Managing Five Tracks to Organizational Success*. San Francisco: Jossey-Bass Publishers, 1984. 300 pages.

This probing book, while focused on organizational change in depth, has many implications for community change as well. It warns against the quick fix strategies that are so popular today and provides a rich resource for those who would try to facilitate substantial change. It presents clear theory and practical steps that are illustrated with fascinating case studies. Useful for the nonprofit world, though written from a business background.

Korten, David C., *When Corporations Rule the World*. San Francisco: Berrett-Koehler Publishers, 1995. 374 pages.

This provocative book presents a point of view of global economics and current trends from a community development perspective. It goes beyond a very readable critical analysis to articulate an approach to shaping local economic institutions that take people very much into consideration.

Lofquist, William A., *Discovering the Meaning of Prevention: A Practical Approach to Positive Change*. Tucson, AZ: AYD Publications, 1983. 151 pages.

Explores a community development approach to prevention and how it can be implemented at the local community level with assistance from a statewide support system. Serves as a basic text along with this workbook.

Lofquist, William A., *The Technology of Development Workbook: A Leadership Development Program*. Tucson, AZ: Development Publications, 1996.

This workbook is a revised version of *The Technology of Prevention Workbook*. It presents the six components of the Technology of Development and provides a variety of guidesheets, concepts, experiential approaches and illustrative graphics for use in workshops. It will be ready for publications in the Fall, 1996.

McKnight, John, *The Careless Society: Community and Its Counterfeits*. New York: Basic Books, 1995. 194 pages.

A critical analysis of the impact of service systems on people and their community. It underscores the need to define community and to consider whether our well-intended efforts promote or undermine it. A valuable challenge to human service providers.

Palmer, Dwight E. *Taking Charge Constructively: A Framework for Personal Empowerment*. Tucson, AZ: Development Publications, 1995. 198 pages.

While this book is about personal growth and development, it approaches the subject in a broader context which reaches into the larger community. Indeed, it is about *the person in community*. It provides a good example of a comprehensive framework for change.

Schindler-Rainman, Eva, and Ronald Lippitt. *Building the Collaborative Community: Mobilizing Citizens for Action*. Riverside, CA: University of California Extension, 1980. 164 pages.

A practical community development approach to planning and implementing positive community change programs which engage citizens. Filled with change models and illustrations of their use.

Schumacher, E. F., *Small is Beautiful: Economics as if People Mattered*. New York: Harper and Row, 1973. 305 pages.

A classic book, applying community development concepts to economics.

Senge, Peter M. *The Fifth Discipline: The Art and Practice of the Learning Organization*. New York: Doubleday, 1990. 424 pages.

This book breaks new ground in the understanding of the organization as a learning community. The five disciplines are personal mastery, mental models, shared vision, team learning and systems thinking. The fifth discipline brings the others together in a powerful way that encourages and prepares people to create the future. Readable and inspiring.

Senge, Peter M., Charlotte Roberts, Richard B. Ross, Bryan J. Smith and Art Kleiner *The Fifth Discipline Workbook: Strategies and Tools for Building a Learning Organization*. New York: Doubleday Currency, 1994. 593 pages.

A cornucopia of stimulating ideas, methods, strategies, engaging exercises and experiential activities that explore the five disciplines presented in Senge's 1990 book. The concept of the learning organization can be translated in many ways to the learning community.

Spencer, Laura J. *Winning Through Participation: Meeting the Challenge of Corporate Change with the Technology of Participation*. Dubuque, Iowa: Kendall/Hunt Publishing Company, 1989. 185 pages.

This book presents the group facilitation methods of the Institute of Cultural Affairs and is based on their many years of community development work with developing nations. Filled with clearly described participatory processes for strategic planning, the book introduces a comprehensive framework for change.

Weisbord, Marvin R. *Discovering Common Ground: How Future Search Conferences Bring People Together to Achieve Breakthrough Innovation, Empowerment, Shared Vision, and Collaborative Action*. San Francisco: Berrett-Koehler Publishers, 1992. 442 pages.

The theory and practice of "improving whole systems" is the theme and focus of this book. The author has engaged 35 other authors to describe their use of future search conferences for creating a vision of the future and developing the strategies to bring that vision into being. This is community development at work and illustrates the Technology of Prevention concept of the prevention initiative. A very practical and highly readable book that is rich with examples.

Weisbord, Marvin R. and Sandra Janoff *Future Search: An Action Guide to Finding Common Ground in Organizations and Communities*. San Francisco: Berrett-Koehler Publishers, 1995. 219 pages.

A practical guide for using the future search method for engaging people in planning change.

Weisbord, Marvin R. *Productive Workplaces: Organizing and Managing for Dignity, Meaning, and Community*. San Francisco: Jossey-Bass Publishers, 1989. 405 pages.

This excellent resource provides a history of efforts to create productive workplaces and builds a framework for doing so. It includes numerous examples of change strategies, organized in a systematic approach. If one views an organization as a community, these ideas are relevant to other realms, such as interorganizational networks. A stimulating book to read.

Notes